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books for pupils and reference lists for teachers are given. These outlines and discussions are much more than would be found in a course of study as usually given in any superintendent's report.

These books should be on the table of every grade teacher, and every superintendent should have them constantly at hand for reference. They would form a very valuable nucleus for discussions at teachers' meetings, and, if worked over for a year or two with the teachers, would certainly contribute much to the unity of work in any school system. They would also serve admirably as textbooks for a part of the work in school organization and school supervision.

FREDERICK E. BOLTON

STATE UNIVERSITY OF IOWA

Elements of Practical Pedagogy. By the BROTHERS OF THE CHRISTIAN SCHOOLS. New York: LaSalle Bureau of Supplies, 1905. Pp. xx + 304.

All students of pedagogy will welcome the appearance of this little volume. It is not the work of a single author, nor does it deal with abstract theories. Its aim is eminently practical. It is a body of rules for the conduct of elementary schools, rather than a discussion or a justification of principles; or perhaps we might better say that it is a concise and detailed statement of the methods employed by the army of teachers that constitutes the membership of this society.

It should be remembered that to this community belongs the credit of establishing the first normal schools for the professional training of teachers in elementary schools, and that to them we also owe the grade system. They incorporated into their normal schools primary schools for practice-teaching, where the students received a thorough drill in conducting the simultaneous or class method of recitation. In these three respects, which are now universally recognized as among the most essential features of a good school system, the Christian Brothers were a long time in advance of any other body of teachers in the western world.

At a time like the present, when the cry is going up everywhere against the effeminization of our elementary schools, and when serious-minded people in all parts of the country are endeavoring to find some means of introducing the teaching of religion and morality into the public schools, no educator can fail to be interested in the methods which have been so successfully employed by this splendid organization of men teachers, the results of whose work during the last two centuries have led to the establishment of their schools in almost every country of Christendom. *The Conduct of Schools*, published in 1720, has rendered the idea and methods of St. Jean Baptiste de la Salle and his disciples more or less familiar to all students of education.

The present little volume of three hundred pages is far from doing justice to the important contributions to pedagogy made by the Christian Brothers. It gives the impression of being a synopsis of a pedagogical library rather than a treatise on any one of the familiar themes that are occupying educators at present. The wide range of subjects touched upon renders the treatment almost catechetical in brevity, and leaves no room for the development of any one theme or for the discussion of educational principles. This may have its advantages for members of the order, but it is likely to lead to many misunderstandings on the part of those who are unfamiliar with the spirit and the work of the Brothers of the Christian Schools.

The minute details that are entered into in this body of rules are likely to impress the casual reader unfavorably; they seem to render the teachers mere automata, without

individuality or freedom. Such an idea, however, would at once be dispelled by the careful perusal of the volume. In many places it is made perfectly evident that the teachers are expected to continue their professional studies, to read the current literature, and to do their own thinking on educational matters.

Again, the detailed rules and directions for the memorizing of texts might easily lead one to suppose that these teachers practiced the "cramming" system. This impression, however, would be speedily corrected by a perusal of the excellent little article on "The End of Teaching" (p. 48), from which we quote the following: "Instruction is a precise and systematized body of knowledge which the pupil assimilates by personal work: *precise*, for no one is an instructed man who has only vague, obscure, incomplete ideas of things; *systematized*, for to know properly is to know things in their causes, and consequently to link together in the mind principles and consequences, laws and their phenomena; *assimilated*, for true knowledge is nothing artificial, applied to the mind from without or simply stored in the memory, but it consists of systems of truth that become an integral part of the mind, and are organized in it to become as active as itself. . . . The school should prepare its pupils, not for examinations and competitions, but for life. . . . In other words, it is not *crammed* heads, but trained ones, that do the best and most practical thinking."

THOMAS EDWARD SHIELDS

CATHOLIC UNIVERSITY
Washington, D. C.

The Elements of Sociology. By FRANK W. BLACKMAR. New York: The Macmillan Co. Pp. xi+454. \$1.25.

Professor Blackmar has brought together his material from many sources, and acknowledges that he is indebted to a large number of students and writers of sociology whose scholarly work and scientific investigations have made the science of sociology possible. His object is to "present a brief outline of sociology, founded on the principles established by standard authorities on the subject." "It is intended to be a working manual for the student."

The book does not possess the originality or unity of Dealey and Ward's books. It is broadly eclectic. On the other hand, it is more practicable as a textbook for beginners, and will serve a useful purpose, not only as a textbook, but for intelligent general readers and social workers who wish to gain a social attitude of mind in relation to all varieties of man's activity.

After a brief discussion of the nature and import of sociology, the author discusses in turn: "Socialization and Social Control," "Social Ideals," "Social Pathology," "Methods of Social Investigation," and "The History of Sociology."

There is a good index, and, at the close of each chapter, references are given, "not as a bibliography of the subject treated, but for comparative reading for students."

A Text-Book of Sociology. By JAMES QAYLE DEALEY AND LESTER FRANK WARD. New York: The Macmillan Co., 1905. Pp. xvii+326. \$1.30.

This book is an epitome of what Dr. Ward has written. It therefore has the merits and demerits of an epitome. It gives in brief and consecutive form the kernel of Dr. Ward's thought in every field of human activity.